



August 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2009
Code: 11991488
SAU: MSAD 05
School: Rockland District High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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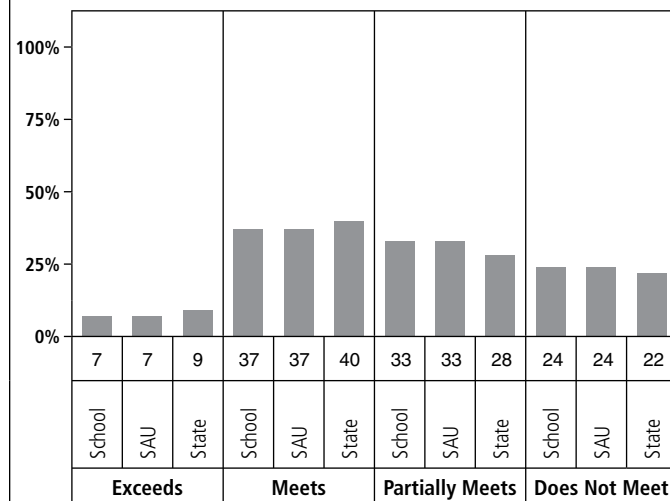
SUMMARY OF SCORES

Test Date: May 2009
SAU: MSAD 05
School: Rockland District High School

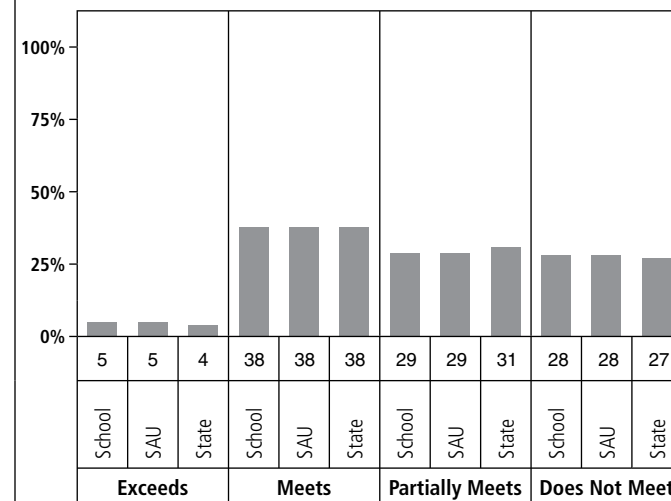
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2006–2007	1138	1138	1141
2007–2008	1141	1141	1141
2008–2009	1140	1140	1141
Cum Average*	1140	1140	1141
Mathematics			
2006–2007	1137	1137	1140
2007–2008	1140	1140	1141
2008–2009	1142	1142	1141
Cum Average*	1140	1140	1141
Writing			
2006–2007	1137	1137	1141
2007–2008	1140	1140	1140
2008–2009	1137	1137	1140
Cum Average*	1138	1138	1140
Science 2008–2009**	1140	1140	1140

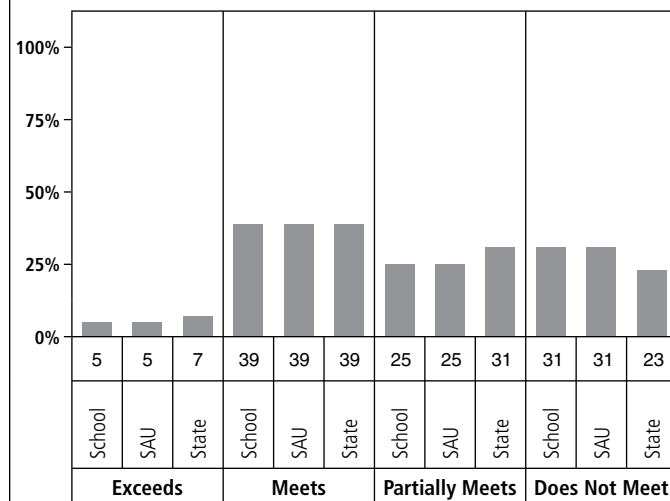
CRITICAL READING



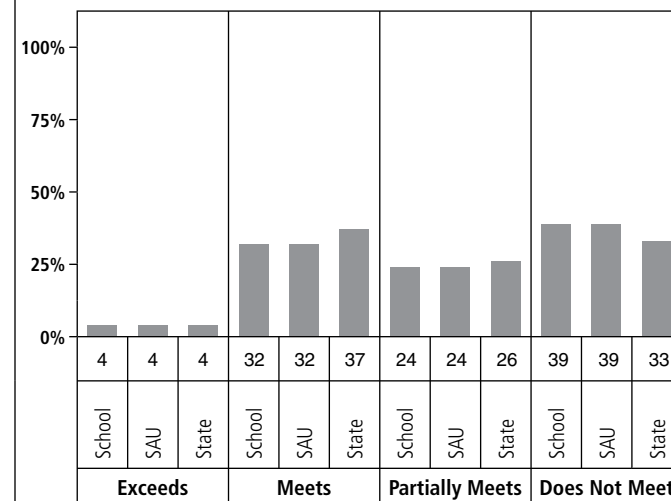
MATHEMATICS



WRITING



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science standards were reset in May 2009, no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009
SAU: MSAD 05
School: Rockland District High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	95	100	95	100	15632	100	92	97	92	97	14928	96	94	99	94	99	15274	98	93	98	93	98	14926	96	94	99	94	99	15079	97
Ethnicity African American/Black	1	1	1	1	341	2	1	100	1	100	310	91	1	100	1	100	322	95	1	100	1	100	309	91	1	100	1	100	317	93
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	101	91	0	0	0	0	107	96	0	0	0	0	101	91	0	0	0	0	103	93
Asian or Pacific Islander	2	2	2	2	241	2	2	100	2	100	221	92	2	100	2	100	229	95	2	100	2	100	221	92	2	100	2	100	227	94
Hispanic	2	2	2	2	166	1	2	100	2	100	156	94	2	100	2	100	162	98	2	100	2	100	156	94	2	100	2	100	155	93
Caucasian/White	90	95	90	95	14773	95	87	97	87	97	14140	96	89	99	89	99	14454	98	88	98	88	98	14139	96	89	99	89	99	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	14	15	14	15	2327	15	13	93	13	93	2108	91	13	93	13	93	2200	95	13	93	13	93	2099	91	13	93	13	93	2140	92
Current LEP	0	0	0	0	262	2	0	0	0	0	232	89	0	0	0	0	246	94	0	0	0	0	231	88	0	0	0	0	240	92
Economically disadvantaged	45	47	45	47	4634	30	42	93	42	93	4263	92	44	98	44	98	4451	96	43	96	43	96	4262	92	44	98	44	98	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	80	84	80	84	13079	84	82	86	82	86	13417	86	81	85	81	85	13084	84	82	86	82	86	13288	85
Identified disability (PET/IEP)	6	8	6	8	727	6	6	7	6	7	814	6	6	7	6	7	725	6	6	7	6	7	802	6
LEP	0	0	0	0	170	1	0	0	0	0	181	1	0	0	0	0	170	1	0	0	0	0	177	1
504 plan	0	0	0	0	238	2	0	0	0	0	245	2	0	0	0	0	238	2	0	0	0	0	241	2
Participation with accommodations	12	13	12	13	1626	10	12	13	12	13	1636	10	12	13	12	13	1624	10	12	13	12	13	1579	10
Identified disability (PET/IEP)	7	58	7	58	1158	71	7	58	7	58	1165	71	7	58	7	58	1156	71	7	58	7	58	1126	71
LEP	0	0	0	0	56	3	0	0	0	0	59	4	0	0	0	0	55	3	0	0	0	0	57	4
504 plan	0	0	0	0	79	5	0	0	0	0	79	5	0	0	0	0	80	5	0	0	0	0	77	5
Other	5	42	5	42	360	22	5	42	5	42	360	22	5	42	5	42	360	22	5	42	5	42	345	22
Participation through alternate assessment (PAAP)	0	0	0	0	223	1	0	0	0	0	221	1	0	0	0	0	218	1	0	0	0	0	212	1
Identified disability (PET/IEP)	0	0	0	0	223	100	0	0	0	0	221	100	0	0	0	0	218	100	0	0	0	0	212	100
LEP	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3	0	0	0	0	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	3	3	3	3	680	4	1	1	1	1	324	2	2	2	2	2	682	4	1	1	1	1	527	3

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2009
 SAU: MSAD 05
 School: Rockland District High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	2	2	2	2	1168	8
	2007-2008	4	4	4	4	1184	8
	2008-2009	6	7	6	7	1339	9
	Cum. Total*	12	4	12	4	3691	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	29	33	29	33	5714	38
	2007-2008	42	43	42	43	5885	40
	2008-2009	34	37	34	37	5897	40
	Cum. Total*	105	38	105	38	17496	40
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	34	39	34	39	4728	31
	2007-2008	30	31	30	31	4093	28
	2008-2009	30	33	30	33	4169	28
	Cum. Total*	94	34	94	34	12990	29
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	23	26	23	26	3444	23
	2007-2008	21	22	21	22	3417	23
	2008-2009	22	24	22	24	3255	22
	Cum. Total*	66	24	66	24	10116	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 05
School: Rockland District High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	92	6	7	34	37	30	33	22	24	1140	92	7	37	33	24	1140	14660	9	40	28	22	1141
Ethnicity																						
African American/Black	1										1						303	3	23	27	47	1133
American Indian or Native Alaskan	0										0						100	5	27	30	38	1135
Asian or Pacific Islander	2										2						219	11	34	28	26	1141
Hispanic	2										2						151	3	34	33	30	1137
Caucasian/White	87	6	7	31	36	29	33	21	24	1139	87	7	36	33	24	1139	13887	9	41	28	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	1	8	4	31	8	62	1124	13	0	8	31	62	1124	1865	1	11	24	64	1127
No	79	6	8	33	42	26	33	14	18	1142	79	8	42	33	18	1142	12795	10	45	29	16	1143
Current LEP																						
Yes	0										0						225	0	9	22	68	1126
No	92	6	7	34	37	30	33	22	24	1140	92	7	37	33	24	1140	14435	9	41	29	21	1141
Economically disadvantaged																						
Yes	42	2	5	11	26	15	36	14	33	1135	42	5	26	36	33	1135	4120	3	30	32	35	1136
No	50	4	8	23	46	15	30	8	16	1143	50	8	46	30	16	1143	10540	11	44	27	17	1143
Migrant																						
Yes	0										0						3					
No	92	6	7	34	37	30	33	22	24	1140	92	7	37	33	24	1140	14657	9	40	28	22	1141
Gender																						
Female	35	4	11	10	29	12	34	9	26	1139	35	11	29	34	26	1139	7098	10	43	29	18	1142
Male	57	2	4	24	42	18	32	13	23	1140	57	4	42	32	23	1140	7562	9	37	28	26	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	0	0	2	18	9	82	1121	11	0	0	18	82	1121	291	3	28	28	41	1135
No	81	6	7	34	42	28	35	13	16	1142	81	7	42	35	16	1142	14369	9	40	28	22	1141
Gifted/talented program																						
Yes	11	4	36	6	55	1	9	0	0	1160	11	36	55	9	0	1160	520	52	45	3	1	1161
No	81	2	2	28	35	29	36	22	27	1137	81	2	35	36	27	1137	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2009
SAU: MSAD 05
School: Rockland District High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	1	1	1	1	578	4
	2007-2008	5	5	5	5	637	4
	2008-2009	5	5	5	5	596	4
	Cum. Total*	11	4	11	4	1811	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	17	19	17	19	5481	36
	2007-2008	36	35	36	35	5508	37
	2008-2009	36	38	36	38	5674	38
	Cum. Total*	89	31	89	31	16663	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	40	44	40	44	4754	31
	2007-2008	36	35	36	35	5065	34
	2008-2009	27	29	27	29	4622	31
	Cum. Total*	103	36	103	36	14441	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	32	36	32	36	4607	30
	2007-2008	25	25	25	25	3660	25
	2008-2009	26	28	26	28	4116	27
	Cum. Total*	83	29	83	29	12383	27

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 05
School: Rockland District High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	94	5	5	36	38	27	29	26	28	1142	94	5	38	29	28	1142	15008	4	38	31	27	1141
Ethnicity																						
African American/Black	1										1						315	1	15	29	56	1134
American Indian or Native Alaskan	0										0						106	1	20	31	48	1134
Asian or Pacific Islander	2										2						227	11	41	28	21	1144
Hispanic	2										2						157	1	27	25	46	1136
Caucasian/White	89	4	4	34	38	26	29	25	28	1141	89	4	38	29	28	1141	14203	4	39	31	27	1141
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	0	0	5	38	8	62	1131	13	0	0	38	62	1131	1959	0	7	19	73	1130
No	81	5	6	36	44	22	27	18	22	1143	81	6	44	27	22	1143	13049	5	42	33	21	1142
Current LEP																						
Yes	0										0						239	0	14	24	62	1132
No	94	5	5	36	38	27	29	26	28	1142	94	5	38	29	28	1142	14769	4	38	31	27	1141
Economically disadvantaged																						
Yes	44	1	2	14	32	13	30	16	36	1138	44	2	32	30	36	1138	4306	1	24	33	42	1136
No	50	4	8	22	44	14	28	10	20	1145	50	8	44	28	20	1145	10702	5	43	30	21	1142
Migrant																						
Yes	0										0						4					
No	94	5	5	36	38	27	29	26	28	1142	94	5	38	29	28	1142	15004	4	38	31	27	1141
Gender																						
Female	36	1	3	9	25	12	33	14	39	1139	36	3	25	33	39	1139	7248	3	38	33	27	1140
Male	58	4	7	27	47	15	26	12	21	1143	58	7	47	26	21	1143	7760	5	38	29	28	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	1	9	4	36	6	55	1132	11	0	9	36	55	1132	293	1	23	37	39	1137
No	83	5	6	35	42	23	28	20	24	1143	83	6	42	28	24	1143	14715	4	38	31	27	1141
Gifted/talented program																						
Yes	11	5	45	6	55	0	0	0	0	1161	11	45	55	0	0	1161	521	31	63	4	2	1157
No	83	0	0	30	36	27	33	26	31	1139	83	0	36	33	31	1139	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2009
SAU: MSAD 05
School: Rockland District High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	1	1	1	1	937	6
	2007-2008	4	4	4	4	962	7
	2008-2009	5	5	5	5	1062	7
	Cum. Total*	10	4	10	4	2961	7
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	30	34	30	34	6167	41
	2007-2008	46	47	46	47	5564	38
	2008-2009	36	39	36	39	5706	39
	Cum. Total*	112	40	112	40	17437	39
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	34	39	34	39	4723	31
	2007-2008	26	27	26	27	4679	32
	2008-2009	23	25	23	25	4487	31
	Cum. Total*	83	30	83	30	13889	31
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	23	26	23	26	3227	21
	2007-2008	21	22	21	22	3376	23
	2008-2009	29	31	29	31	3408	23
	Cum. Total*	73	26	73	26	10011	23

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 05
School: Rockland District High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	93	5	5	36	39	23	25	29	31	1137	93	5	39	25	31	1137	14663	7	39	31	23	1140
Ethnicity																						
African American/Black	1										1						302	2	22	32	44	1133
American Indian or Native Alaskan	0										0						100	2	23	35	40	1134
Asian or Pacific Islander	2										2						219	10	37	27	26	1141
Hispanic	2										2						151	4	29	32	35	1135
Caucasian/White	88	5	6	33	38	23	26	27	31	1137	88	6	38	26	31	1137	13891	7	40	31	23	1140
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	1	8	3	23	9	69	1123	13	0	8	23	69	1123	1861	0	8	21	71	1125
No	80	5	6	35	44	20	25	20	25	1139	80	6	44	25	25	1139	12802	8	43	32	16	1142
Current LEP																						
Yes	0										0						224	0	8	28	64	1127
No	93	5	5	36	39	23	25	29	31	1137	93	5	39	25	31	1137	14439	7	39	31	23	1140
Economically disadvantaged																						
Yes	43	1	2	14	33	10	23	18	42	1134	43	2	33	23	42	1134	4121	2	27	33	38	1134
No	50	4	8	22	44	13	26	11	22	1140	50	8	44	26	22	1140	10542	9	44	30	18	1142
Migrant																						
Yes	0										0						3					
No	93	5	5	36	39	23	25	29	31	1137	93	5	39	25	31	1137	14660	7	39	31	23	1140
Gender																						
Female	36	4	11	12	33	8	22	12	33	1137	36	11	33	22	33	1137	7103	9	43	31	17	1143
Male	57	1	2	24	42	15	26	17	30	1137	57	2	42	26	30	1137	7560	6	35	30	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	0	0	3	27	8	73	1123	11	0	0	27	73	1123	291	3	25	36	35	1135
No	82	5	6	36	44	20	24	21	26	1139	82	6	44	24	26	1139	14372	7	39	30	23	1140
Gifted/talented program																						
Yes	11	4	36	6	55	1	9	0	0	1158	11	36	55	9	0	1158	520	43	52	3	1	1159
No	82	1	1	30	37	22	27	29	35	1134	82	1	37	27	35	1134	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2009
SAU: MSAD 05
School: Rockland District High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)	2008-2009*	4	4	4	4	602	4
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)	2008-2009*	30	32	30	32	5431	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)	2008-2009*	23	24	23	24	3876	26
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)	2008-2009*	37	39	37	39	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	22.29	39.8	22.29	39.8	22.76	40.6
D. The Physical Setting	34	61	13.88	40.8	13.88	40.8	13.63	40.1
D1/D2 Earth/Space	14	25	5.88	42.0	5.88	42.0	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	8.00	40.0	8.00	40.0	7.58	37.9
E. The Living Environment	22	39	8.41	38.2	8.41	38.2	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: MSAD 05
School: Rockland District High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	94	4	4	30	32	23	24	37	39	1140	94	4	32	24	39	1140	14867	4	37	26	33	1140
Ethnicity																						
African American/Black	1										1						311	1	18	20	61	1133
American Indian or Native Alaskan	0										0						102	1	19	30	50	1135
Asian or Pacific Islander	2										2						225	5	40	20	36	1141
Hispanic	2										2						152	2	23	18	57	1136
Caucasian/White	89	4	4	27	30	23	26	35	39	1140	89	4	30	26	39	1140	14077	4	37	26	32	1141
Not Reported	0										0						0					
Identified disability																						
Yes	13	0	0	3	23	3	23	7	54	1134	13	0	23	23	54	1134	1928	0	9	18	72	1131
No	81	4	5	27	33	20	25	30	37	1141	81	5	33	25	37	1141	12939	5	41	27	28	1142
Current LEP																						
Yes	0										0						234	0	10	11	79	1129
No	94	4	4	30	32	23	24	37	39	1140	94	4	32	24	39	1140	14633	4	37	26	33	1140
Economically disadvantaged																						
Yes	44	1	2	9	20	12	27	22	50	1136	44	2	20	27	50	1136	4264	2	24	26	47	1136
No	50	3	6	21	42	11	22	15	30	1144	50	6	42	22	30	1144	10603	5	41	26	28	1142
Migrant																						
Yes	0										0						4					
No	94	4	4	30	32	23	24	37	39	1140	94	4	32	24	39	1140	14863	4	37	26	33	1140
Gender																						
Female	36	0	0	8	22	10	28	18	50	1136	36	0	22	28	50	1136	7179	2	32	29	37	1139
Male	58	4	7	22	38	13	22	19	33	1143	58	7	38	22	33	1143	7688	6	40	23	30	1142
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	11	0	0	2	18	2	18	7	64	1131	11	0	18	18	64	1131	287	2	23	26	49	1136
No	83	4	5	28	34	21	25	30	36	1141	83	5	34	25	36	1141	14580	4	37	26	33	1140
Gifted/talented program																						
Yes	11	2	18	9	82	0	0	0	0	1160	11	18	82	0	0	1160	517	28	65	6	1	1156
No	83	2	2	21	25	23	28	37	45	1137	83	2	25	28	45	1137	14350	3	35	27	35	1140

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